



# The Peterborough School Equal Opportunities Policy (EYFS)

<b>Policy Reference:</b>	17a Equal Opportunities Policy (EYFS)
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<b>Reviewed by:</b>	Head of Preparatory
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## Equal Opportunities Policy for the Early Years Foundation Stage Background

1. Promoting equal opportunities is fundamental to the aims and ethos of The Peterborough School ('the School').
2. The School is committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity ('protected characteristics').

### Aims

3. The aims of this policy and the School's ethos as a whole is to:
  - a. Communicate the School's commitment to the promotion of equal opportunities for its pupils
  - b. Eliminate unlawful discrimination on grounds of any of the protected characteristics
  - c. Promote equal treatment for all members of the School community
  - d. Create and maintain an open and supportive environment, free from discrimination
  - e. Foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
  - f. Comply with the School's equality duties contained in the Equality Act 2010
  - g. Remove or help to overcome barriers for pupils where they already exist
  - h. Enforce that all discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated
4. All members of the School community are expected to comply with this policy. All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.
5. Staff at the School, particularly those working at a management level, have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.

### Regulatory framework

6. This policy has been prepared to meet the School's obligations under the:
  - Equality Act 2010
  - Statutory Framework of the Early Years Foundation Stage September 2021
  - Children and Families Act 2014
  - Education (Independent School Standards) Regulations 2014.
7. This policy has regard to the following statutory guidance and advice:
  - Equality Act 2010 explanatory notes
  - Equality and Human Rights Commission Technical Guidance for Schools in England (2014)
  - Working Together with Safeguarding Children (July 2018)
  - Keeping Children Safe in Education (September 2022)



8. This policy should be read in conjunction with the following School policies:
- Equal Opportunity Policy
  - Admissions Policy
  - Gender Inclusion Policy
  - Behaviour Policy
  - Antbullying Policy
  - Permanent Exclusion and Removal: Review Procedure Individual Learning Policy
  - Able, Gifted and Talented Policy
  - English as an Additional Language Policy
  - SENDA Policy
  - SENDA Accessibility Plan
  - Examinations Disability Discrimination Act Policy
  - Recruitment, Selection and Disclosure Policy
  - Incapacitated Pupils Policy

### Procedures to promote Equal opportunity in the Early Years Foundation Stage

We aim to promote *equality of opportunity* throughout the Early Years Foundation Stage whereby all the children and their families are supported, valued and are able to flourish within an environment where everyone's contributions are valued regardless of their ethnicity, culture, national origin, gender, sexual identity, disability and religious background thereby creating a shared sense of belonging within the School and Nursery.

#### **This is achieved by:**

- Ensuring that there is a broad and balanced learning that will allow all children to have the opportunity to reach their potential in an educational environment.
- Taking into account everyone's own life experiences and the types of barriers and disadvantages that they may experience and recognising that learners and their families are all equally valued.
- Promoting mutual respect, positive attitudes, good relationships and dialogue between children, adults, groups and communities
- Including and valuing the contribution of all families to our understanding of equality and diversity.
- Challenging and eliminating discriminatory behaviour.
- Providing positive non-stereotyping information about different ethnic groups and people with disabilities.
- Continuing to improve our knowledge and understanding of issues of equality and diversity.
- Fostering a good relationship within all communities by inviting parents into the setting to celebrate Chinese New Year, Diwali, Eid and any other celebration linked to the children.
- Ensuring that the recruitment policies and procedures benefit everyone as well as potential employees in relation to recruitment, retention and all aspects of the employees' professional development, terms and conditions of employment.

#### **The following procedures are in place to achieve this:-**

##### Curriculum:

- The planning is based around the Early Years Foundation Stage Curriculum and takes into account the individual child's interests and development.



- The key person/Form Tutor is responsible for supporting and developing every child's personal development, welfare, well-being and educational progress and achievement. They use different strategies and teaching methods to support each individual child's learning. This includes setting suitable learning challenges and responding to the diverse learning needs of every child.
- Resources are provided in the setting to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society.
- A wide range of festivals are celebrated.
- The planning and resources will be adjusted to take into account a wide range of learning, physical and sensory impairments.
- Children and parents who have English as an additional language are valued and their languages recognised and respected in the settings.

### Partnership with parents:

- Parental voice is strongly encouraged and parents are at the centre of the implementation of their child's education and development.
- The importance of adopting a holistic approach towards supporting all children is fully understood. By working together with the children's' parents and valuing their guidance, the children's' wellbeing and learning is supported and developed.
- Parents are encouraged to be involved in improving and developing the School and Nursery environment and to attend special events.

### Staff ensure that they:

- Promote an inclusive and collaborative ethos towards their colleagues, parents and children.
- Make all children feel safe and secure.
- Value contributions from children and parents.
- Model the appropriate standards of behaviour.
- Plan and deliver the Early Years Foundation Stage Curriculum taking into account the individual child's interests and development.
- Support children and parents who have English as an additional language.
- Support children who are developing at a faster pace than other children and further develop these learning skills. This may involve seeking advice from the School regarding children who are identified as Able or Gifted and Talented.

### Staff recruitment, development and training:

- A fair and explicit procedure is in place when recruiting staff at the School and Nursery.
- Everyone receives the appropriate training and opportunities for their own professional development.

### Breaches of Policy – Discriminatory Behaviour

This setting does not allow any discriminatory language, behaviour or remarks by children, parents or any other adults.



## Special Educational Needs (SEND) provision

Our Foundation Stage has designated members of staff who have responsibility for all children with Special Educational Needs or Disabilities (SEND) or Additional Learning Needs (ALN).

Name of SENCo:

- Nursery – Mrs Rebekah Robb
- Reception Class – Miss Megan Gray
- SEND Link Governor – Mrs Katie Hart

## Identification and assessment of Special Educational Needs

At The Peterborough School we recognise that parents are the people who know their children best and any SEND or general educational or development concerns or support put in place will be in full partnership with parents and the child. Our aim is to enable children with SEN or ALN to be confident with a growing ability to communicate their own views and be ready to make the transition into compulsory education.

General observations that are undertaken on a daily basis may on occasion lead a key person becoming concerned about a child's development. The key person/Form Tutor will then advise the setting SENCo who will assess provision and support for a child on an individual basis.

All the Nursery practitioners have the opportunity at meetings or via consultation with their Room Leaders to voice any concerns that they may have about specific children. Any concerns will be reviewed and acted upon by the SENCo, Nursery Management or the Head of Preparatory School as is appropriate. Any extra provision will form part of a provision map within the Nursery or School and this will be monitored and amended regularly by the key person/Form Tutor and the setting's SENCo.

The Nursery SENCo may, with the parent's permission, start a referral process by contacting the Early Years Inclusion Team at Peterborough City Council or the parents may also be advised to contact their GP. If the child is in the Reception class a NHS or private referral to an appropriately qualified professional may be advised by the SENCo. An advisor may then visit the Nursery/Reception Class to observe the child and may also arrange to visit the child and parent in their home environment.

This may then result in individualised activities or extended provision being put into place for a pupil to support their development of SEN and ensure access to all areas of the curriculum. Children with SEN engage in the activities of School alongside children who do not have SEN wherever this is possible.

The Peterborough School is wholly committed to the implementation of early intervention to meet pupils' continued development and to making our best endeavours to meet a pupil's needs so that they are able to achieve the best possible educational and other outcomes. This is done within the setting, framework and provision that is provided. The quality and breadth of support offered or accessed for children with SEN or disabilities is reviewed and evaluated on an on-going basis.

## Multi-professional links

The value of working closely with other professionals to meet children's specific needs is clearly understood and we are committed to developing this further.



### Confidentiality

To meet the needs of all our children in our care it may be necessary at times to share information with parents and with staff in order to support the children's development. It may also be necessary to seek help and advice from outside professionals. All information will be on a "need to know" basis and the contracting parent's permission will be requested.